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ABSTRACT

This manual is designed for individuals, community organizations, and groups that wish to become Community Parent Resource Centers (CPRC). The competition for these grants is issued by the U.S. Department of Education, Office of Special Education and Rehabilitative Services and the Office of Special Education Programs. The handbook provides helpful hints and suggestions for writing a grant proposal. Key sections of the handbook address: (1) the steps to writing a proposal; (2) requirements for being funded as a CPRC; (3) requirements that CPRCs must fulfill to assist parents of children and youth with disabilities; (4) how CPRC grant applications are scored; (5) what should be included in a proposal; (6) constructing an effective proposal; (7) identifying priority requirements; (8) successfully completing the abstract, project significance, project design, goals, objectives, outcomes, methods, quality of project personnel, adequacy of resources, management plan, and the evaluation plan sections of the application; (8) other resources on grant writing; (9) 20 tips on writing an effective proposal; and (10) how to start and operate a nonprofit corporation. Authorizing legislation from the Individuals with Disabilities Education Act is excerpted and a glossary is included. (CR)

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Developing Parent Leadership:

A grantwriting manual for Community Parent Resource Centers

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Technical Assistance Alliance for Parent Centers

Alliance Coordinating Office: PACER Center, Inc.

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Developing Parent Leadership:

A grantwriting manual for Community Parent Resource Centers

Technical Assistance Alliance for Parent Centers
www.taalliance.org

Alliance Coordinating Office: PACER Center, Inc.

Technical Assistance Alliance for Parent Centers

Parent centers in each state provide training and information to parents of infants, toddlers, school-aged children, and young adults with disabilities and the professionals who work with their families. This assistance helps parents participate more effectively with professionals in meeting the educational needs of children and youth with disabilities. To reach the parent center in your state, you can contact the Technical Assistance Alliance for Parent Centers (The Alliance), which coordinates the delivery of technical assistance to the Parent Training and Information Centers and the Community Parent Resource Centers through four regional centers located in California, New Hampshire, Texas, and Ohio.

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Developing Parent Leadership: A grantwriting manual for Community Parent Resource Centers

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The handbook was written for individuals, community organizations, and groups that wish to become Community Parent Resource Centers. The competition for these grants is issued by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, and the Office of Special Education Programs. This handbook will give you helpful hints and suggestions for writing your proposal. It has been developed to provide introductory information for groups who are currently serving families of children and youth with disabilities and those who would like to start.

The handbook was written by Sharman Davis Barrett, Alliance co-director.

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What are the steps to writing a successful proposal?

Grantwriting is a process that takes time and careful consideration. A successful grant proposal is key to achieving your goal of becoming a Community Parent Resource Center to serve families of children and youth with disabilities. This booklet offers tips and suggestions for writing your proposal. We suggest you keep these two important ideas in mind throughout the process:

- Your proposal must be well organized, direct, and clear. The success or failure of your proposal depends on how well you communicate your ideas to a reader or a team of readers.
- You must demonstrate that you are likely to achieve the goals outlined in your proposal, clearly defining your expected results and offering detailed measurements of your success.

The grantwriting process involves several steps. According to Larry Decker and Virginia A. Decker, in *Grantseeking: How to Find a Funder and Write a Winning Proposal*, there are six steps in the process:

1. Developing an idea
2. Organizing for action
3. Establishing contact with a funding source
4. Writing the proposal and follow through
5. Administering the grant
6. Evaluation

In applying to be funded as a Community Parent Resource Center (CPRC), you already have started refining your idea and organizing for action. You have also identified a potential funding source. The remainder of this booklet will walk you through the steps of developing your plan and writing a proposal.

Who funds Community Parent Resource Centers? (CPRCs)

Congress establishes discretionary grant programs through authorizing legislation and appropriation legislation. *Authorizing legislation* describes the program and its requirements. *Appropriation legislation* tells how much will be spent on programs.

Congress authorized the establishment of the CPRCs. The authorizing language for CPRCs appeared in the June 4, 1997, reauthorization of Pub.L. 105-17, the Individuals with Disabilities Education Act (IDEA). The language of the law outlines the requirements. (See page 15 of this manual for the language requirements for Community Parent Resource Centers.)

What are the requirements to be funded as a CPRC?

Organizations seeking to be funded as a CPRC must meet the absolute priority requirements outlined in the grant application packet, which are based on the authorizing legislation in IDEA '97. For applications contact:

Education Publications Center (ED Pubs)
PO Box 1398
Jessup, MD 20794-1398
Toll free: 1-877-4EDPUBS
Fax: (301) 470-1244 • TDD toll free: (877) 576-7734
Web site: *www.ed.gov* • E-mail: edpubs@inet.ed.gov

You must be a private, nonprofit organization to be funded as a CPRC. In addition:

- If you are a parent organization, then you must have a board of directors, a majority of whom are parents with children or youth who have disabilities, from the community you serve. Your board should also include professionals in education and related services.
- If you are not a parent organization, you must be a membership organization that represents the interests of people with disabilities and establish a special governing committee that has a parent majority and includes education professionals.

In either case, you must be able to provide training and information to parents of children with the full range of disabilities.

What must CPRCs do to assist parents of children and youth with disabilities?

According to the grant competition requirements, CPRCs and their staff must do the following:

1. Provide training and information to meet the needs of parents of children with disabilities.
2. Help parents understand the procedural safeguards under Section 615 of IDEA '97, including the use of alternative methods of dispute resolution.
3. Serve parents of infants, toddlers, and children with the full range of disabilities by helping them:
   - better understand the nature and needs of their children's disability
   - communicate more effectively with personnel responsible for providing special education, early intervention, and related services
   - participate fully in educational decision-making and in developing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs)
   - obtain information about programs, services, and resources available to assist children with disabilities and their families
   - understand the provisions for educating children with disabilities under IDEA '97
   - participate in school reform activities
4. Network with appropriate clearinghouses and other national, state, and local organizations and agencies, such as protection and advocacy agencies.
5. Establish cooperative partnerships with the Parent Training and Information Centers (PTIs) funded under IDEA '97. A letter from the PTI in your state needs to be included in your grant proposal to show the cooperative partnership.
6. Meet the specific needs of families who experience significant isolation from sources of information and support.
7. Annually report to the Secretary on–
   (A) the number of parents to whom it provided information and training in the most recently concluded fiscal year; and
   (B) the effectiveness of strategies used to reach and serve parents, including underserved parents of children with disabilities

How are CPRC grant applications scored?

Independent reviewers read the grant applications and score them according to the specific criteria outlined in the grant application. For the fiscal year 2000 competition, the U.S. Department of Education (ED) established the following scoring criteria:

Significance	**20 points**
Quality of the project design	**25 points**
Quality of project personnel	**20 points**
Adequacy of resources	**15 points**
Quality of the management plan	**20 points**

All grantseekers must meet the absolute priority for funding, but the application sometimes offers competitive priorities as well. Competitive priorities reflect areas of particular interest to the Department of Education (ED). Applicants are encouraged to address them in their applications. The Department offers a competitive advantage to those applicants that do so. ED might award extra points to an application that effectively addresses the competitive priority, or it may choose to fund an application that addresses the competitive priority over one that does not.

In 2000, ED offered the following competitive priorities for the CPRC grants:

1. applications from local parent organizations (20 points)
2. proposals to provide services to one or more Empowerment Zones or Enterprise Communities (see glossary for definitions) (5 points)
3. effective strategies for employing and advancing in employment qualified individuals with disabilities (5 points)

Therefore, applicants could be awarded an additional 30 points for addressing competitive priorities.

What should I include in a proposal?

Read the application carefully to make sure your proposal includes all the required information. Grant proposals typically include the following sections, but each application is different. You'll need to tailor your proposal to the specific requirements of the grant you are seeking. The 2000 competition for the CPRC grant required the following:

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- ❑ Cover sheet
- ❑ Table of contents
- ❑ List of priority requirements
- ❑ Abstract or summary
- ❑ Application narrative
  - *Project significance*
  - *Project design*
- ❑ Methods
  - *Project personnel*
  - *Budget/Resources*
  - *Management plan*
- ❑ Appendices
- ❑ Letters of support
- ❑ Assurances and certifications

How do I construct an effective proposal?

A good proposal makes the reviewer's job as easy as possible. Experienced grantseekers write clearly and follow the specific format laid out in the application. They follow the exact sequence of the selection criteria used to evaluate the application.

Read the application materials closely several times, and check your final draft against the guidelines. This can seem surprisingly difficult, especially if you're new to the process, but attention to detail pays off.

Don't forget to include a cover sheet and table of contents for your proposal.

List of priority requirements

To help reviewers locate key information in each application, ED asks grantseekers to include a list of priority requirements. ED asks you to list all general, special, and other requirements

for the funding priority, along with corresponding page numbers in your proposal showing readers where you've addressed that requirement. You can use a simple two-column format for this list, the first column listing the grant requirements and the second listing the page number reference.

Abstract/summary

As the saying goes, "You don't get a second chance to make a first impression." Your abstract should be clear, concise, and specific, no longer than one page. Include the title of the program, the name of the absolute priority, and the Catalog of Federal Domestic Assistance Number (CFDA Number) located on the front of your grant application guidelines.

In your abstract, be sure to describe:

- ☐ who you are
- ☐ your objectives
- ☐ the activities you plan—what will take place and where you will operate
- ☐ the project participants—who you will serve
- ☐ the expected outcomes of the project—what measurable effects you'll accomplish

Many people prefer to write the abstract first. They use it as an outline of their main goals and refine it after writing the rest of the proposal.

Application narrative

This is the core of your proposal, your chance to convince the reader of the need for your project and your agency's ability to carry it out. The narrative portion has several components, including project significance and project design. Because the grant application outlines precisely what information you should include in your narrative, refer to it often as you write.

Project significance

You want this section to be concise yet persuasive. Describe your agency's work and why you think your program is needed.

This is the place to display your knowledge of the target audience as well as other people who work in your field. Compile data that supports your proposed project, using the most current and accurate information available. Use relevant research, surveys, and case studies from credible sources.

Your State Department of Education, local educational agencies, local service agencies, parents, institutions of higher education, local collaborative partners, community organizations, and

individual leaders in your community who have knowledge of the need for your project–all can be valuable sources of information on the needs in your community. Use statistics when they are relevant, but don't let them become confusing. Use them to give context for your proposed project.

Construct your narrative carefully to relate to the purposes of the authorizing statute and the proposal application guidelines. This will help make your case more compelling and demonstrate the project's significance.

Readers want to assess:

- the project's potential contribution to increased understanding of educational problems, issues, or effective strategies
- the project's capacity to provide, improve, or expand services for the local population
- the importance of the proposed project's results

Helpful tips for writing this section:

- *Conceptualize the need or problem you plan to address*
- *Outline the characteristics of the population you plan to serve*
- *Provide data based on both research and your own experience*
- *Include data on the extent, causes, and impact of the problem*
- *Organize the information as specified in the grant application*
- *Use terms and phrases that relate to the funder's concerns*
- *Discuss promising strategies*
- *Introduce your proposed solution*

Project design

In this section, describe specifically what is to be done, when it is to be done, and who will do it. The project design includes:

- clearly specified and measurable goals, objectives, and outcomes
- demonstration that the project will address the identified needs of the target population
- links to other appropriate agencies and organizations that serve the target population

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Goals state the overall concept of your project.

> ***Example:*** *The project will provide training and information to meet the needs of parents of infants, toddlers, children, and youth with disabilities in our community.*

Objectives outline the quantifiable, measurable, and concrete steps you intend to take to achieve a specific outcome within a specified time frame. They should reflect your project priorities in a logical progression that clearly relates to your long-, intermediate-, and short-term goals.

> ***Example:*** *The parent center will assist 100 families through trainings during the first year.*

There are several different types of objectives. Here are two types you can use:

Outcome objectives specify a target group and focus on what tangible results will occur because of the proposed intervention. The results may reflect changes in behavior, conditions, knowledge, values, attitudes, or beliefs.

> ***Example:*** *Eighty percent of parents who attend our workshops will report they feel more confident in talking to school staff after the workshop.*

Process objectives describe the procedure or steps you'll take toward accomplishing the desired outcomes. How you'll perform an activity becomes an end in itself.

> ***Example:*** *Staff at the agency will train 250 parents through quarterly parent workshops.*

Outcomes describe the tangible results that you will achieve with your projects.

Goals
are general statements about what you hope to accomplish.

Objectives
describe explicitly:

what is to be done
when it is to be done
who will do it

NOT how or why they are measurable outcomes or results
NOT the methods you will use

Outcomes
are the tangible results that you will achieve.

Methods

Your methods section describes the activities you will conduct to achieve the objectives. The content includes information about project personnel, budget and resources, and a management plan. Describe your physical location(s), meeting sites, training materials, and newsletters. What collaborative relationships and links will you make to other organizations and agencies that also serve your target population?

Remember, the activities you outline should flow naturally from the outcomes you described in your objectives. Demonstrate how these activities will help you meet the needs of your target population, including specific information on how these activities will address traditionally underserved populations in your target group. Don't forget to describe why you chose this specific approach instead of other activities.

One effective way to complete this section is to create a time line of the tasks that need to be completed to meet the project's goals. Laying out the tasks and important milestones in a schedule over the grant period can help you see what personnel, materials, and resources you need.

Quality of project personnel

ED asks you to demonstrate that the personnel in your organization can achieve the goals and objectives you've outlined. Look over your proposed activities, and think about the personnel needed to achieve your goals and objectives. Try to answer these questions:

- How many staff members will work on the project? Are they parents of children with disabilities?
- What will they do and what qualifications do they have?
- Will these staff work full-time or part-time on the project?
- Will you include collaborators from other organizations or consultants? What specific aspects of the work will they be responsible for?

(Note: You may need to complete the budget before you do this section.)

It is helpful to select the director and staff and name them in the proposal. If they haven't been selected yet, describe how you'll recruit for the position(s) and what qualifications and training are required of key project personnel. Be as specific as possible to include key personnel from traditionally underrepresented groups based on race, color, national origin, gender, age, or disability.

Adequacy of resources

You want to demonstrate that your budget can support the proposed project and that your costs are reasonable in relationship to your objectives, design, and potential significance. You will need to describe resources such as space, supplies, and equipment you will use. Your goal is to demonstrate that your plan is cost-effective. Your challenge is to project realistic and justifiable expenses.

The budget forms and instructions provided in the application can serve as a guide, but you may also want to create budget worksheets to serve as your working documents as you begin to build the budget. Go back through your project design and personnel sections to be sure you have an accurate list of staff and other resources you will need.

Be sure to describe how federal funds will be used, and offer explanation and justification for each line item:

- ☐ Salaries
- ☐ Fringe benefits—usually calculated as a percentage of salary. This may include state disability insurance, unemployment insurance, FICA, retirement contributions, health insurance, and other benefits
- ☐ Travel—include detailed information for travel in and out of your state to the Regional Training of the Technical Assistance Alliance for Parent Centers
- ☐ Consultants and contracted services
- ☐ Training for staff
- ☐ Equipment—detailed information on proposed leases or purchases, such as computers
- ☐ Supplies—paper, toner cartridges, software, computer disks, office supplies, resource publications, etc.
- ☐ Other—including telephone charges, postage, insurance, professional dues, subscriptions, staff expenses, staff mileage, equipment rental, rent, accounting, audit, and printing of publications, mail list services, etc
- ☐ Indirect costs—Many new projects do not have an indirect rate from the U.S. government and therefore cannot use indirect costs. Indirect includes overhead or administration costs (including rent and utilities) for supporting services for your organization. These costs are not directly attributable to the project but can be allocated to it. An organization would need an order from the federal government to claim an indirect rate.
- ☐ In-kind contributions—costs that your organization or others contribute to this specific project

Management Plan

Your plans for project management and administration should grow out of your methods, personnel, and resources. The goal is to demonstrate that you can achieve the objectives of the proposed project on time and within budget. Who will be responsible for financial management, project outcomes, and reporting? What procedures are in place for ensuring

feedback and continuous improvement in the project activities? Include an organizational chart and time lines for the project.

Evaluation plan

The evaluation section presents your plan for determining how well you are meeting your project objectives and the effectiveness of your methods. In other words, evaluation helps you see whether or to what extent your project has succeeded.

You can look at doing two kinds of evaluation over the course of your project. *Formative evaluation* helps you make appropriate changes as you carry out your project. *Summative evaluation* looks at how well you've met your objectives at the end of the project. Effective evaluation plans include both formative and summative evaluation measures. If your CPRC is funded, you will need to keep track of the number of parents and professionals you serve on a yearly basis. Also, outcome data will be requested from your project.

What other resources are available on grantwriting?

Here are a few resources you can consult as you start writing your grant proposal. These books and Web sites represent only a small sample of the resources available through your local library or bookseller.

The Foundation Center's Guide to Proposal Writing, Second Edition *by Jane C. Geever and Patricia McNeill. (New York: The Foundation Center, 1997).* This is a basic how-to book with insider advice on proposal writing. It covers the process from positioning your agency to raise funds to responding to the results, whether your grant proposal is funded or denied.

Grant Writing for Teachers: If You Can Write a Lesson Plan, You Can Write A Grant *by Linda Karges-Bone. (Carthage, IL: Good Apple, 1994).* A simple, step-by-step guide for novice grantseekers.

Secrets of Successful Grantsmanship: A Guerrilla Guide to Raising Money *by Susan L. Golden. (San Francisco: Jossey-Bass, 1997).* This book takes the approach that cultivating personal relationships with funding organizations can help secure ongoing relationships between nonprofits and grantmakers.

What Should I Know About ED Grants *by U.S. Department of Education (Washington, D.C.: GPO, 1998).* Available online at http://ocfo.ed.gov/grntinfo/grantz.htm.

Winning Grants Step by Step *by Mim Carlson. (San Francisco: Jossey-Bass, 1995).* A practical self-help workbook field-tested by the Support Centers of America. It's aimed at both novice and experienced grantseekers.

20 Tips on Writing an Effective Proposal

Keep Organized

1. Reread the grant application materials.
2. Make sure you meet the eligibility criteria.
3. Match your ideas to the grant's requirements.
4. Gather supporting data and documentation.
5. Follow the application instructions to the letter.
6. Note the required format-page size, type size, double/single spaced, page limits.
7. Note and meet the deadline.
8. Meet with a small group to conceptualize and outline your plan for your proposal.
9. Draft an initial abstract.
10. Begin writing your proposal as early as you can.

Write the Proposal

11. Allow yourself plenty of time to prepare your proposal.
12. Get to the point. Start each section with a clear, strong sentence.
13. Use the active voice as much as possible, and avoid jargon.
14. Make your proposal interesting and easy for a reviewer to read and evaluate.
15. Never use the same proposal twice.
16. Be up-front and realistic about asking for money.
17. Meet the deadline-no exceptions! Send by certified mail.
18. Be honest-don't promise more than you can realistically deliver.
19. Ask others to review your proposal before you submit it.
20. Double-check your application. Have you completed all the required forms, gathered all the necessary signatures, double-checked your budget figures for accuracy, and noted all the relevant dates?

How to Start and Operate a Nonprofit Corporation

The process of forming a nonprofit corporation varies somewhat from state to state, but here are some general guidelines. Contact state government to inquire about becoming a nonprofit organization.

Prepare a business plan

Decide on your organization's vision, mission, and goals. Describe who you will serve, what activities you'll undertake, and who will be involved as board, staff, advisors, and volunteers.

Prepare articles of incorporation

The articles of incorporation are the governing documents of your organization. They list the organization's name, purpose, and any limits on its activities. Many people find an attorney who will assist them without charge. To prepare articles of incorporation, you'll need to:

- Decide on the name of your organization
- Reserve the name of your organization with the appropriate state agency, often the secretary of state
- Develop bylaws and a governing board
- Prepare a certificate of incorporation

Obtain a Federal Employer Identification Number

Even if you have no employees, file to obtain a Federal Employer Identification Number.

File for exemption

Apply to the Internal Revenue Service as a tax-exempt 501(c)(3) organization, or determine which other section of IRS code might be appropriate for your organization. People who contribute to 501(c)(3) organizations can take a charitable contribution deduction on their federal income tax return (and often on their state income tax return as well).

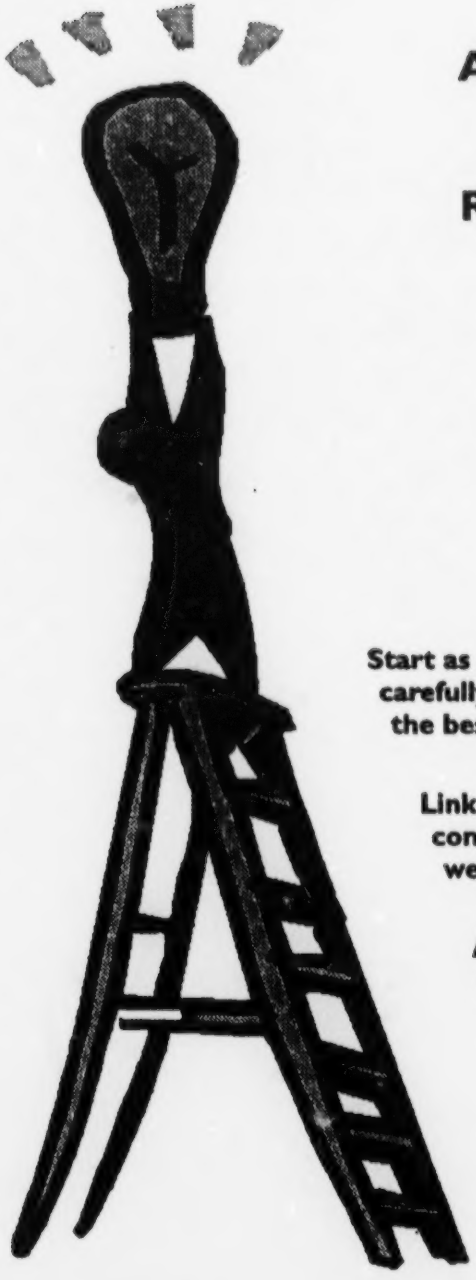
You may also need to apply to your state tax authority regarding state tax exemption. Most states require that you complete your application for tax exemption within 27 months of the date of incorporation.

Report annually to the IRS

Nonprofits must file an IRS form 990 every year.

For further information

How to Form a Nonprofit Corporation (4th Ed) by Anthony Mancuso (Nolo.com, 1998). This step-by-step guide (in book and software form) offers sound guidance on all the steps involved in forming a nonprofit organization in all fifty states. Includes checklists, sample incorporation and IRS forms with line-by-line instructions, and reproducible forms for bylaws and minutes.



Additional Steps to Help You Reach Your Goal

Start as early as possible and plan your time carefully—unexpected things happen to even the best made plans.

Link with colleges, universities, and community education classes for their wealth of grantwriting expertise.

Ask to see examples of successful grants whenever possible.

Complete a draft proposal in time to get feedback from other experienced grant writers.

Follow the grant guidelines to the letter.

Authorizing Legislation Excerpted from IDEA '97

SEC. 683. COMMUNITY PARENT RESOURCE CENTERS.

(a) IN GENERAL—The Secretary may make grants to, and enter into contracts and cooperative agreements with, local parent organizations to support parent training and information centers that will help ensure that underserved parents of children with disabilities, including low-income parents, parents of children with limited English proficiency, and parents with disabilities, have the training and information they need to enable them to participate effectively in helping their children with disabilities --

(1) to meet developmental goals and, to the maximum extent possible, those challenging standards that have been established for all children; and

(2) to be prepared to lead productive independent adult lives, to the maximum extent possible.

(b) REQUIRED ACTIVITIES—Each parent training and information center assisted under this section shall—

(1) provide training and information that meets the training and information needs of parents of children with disabilities proposed to be served by the grant, contract, or cooperative agreement;

(2) carry out the activities required of parent training and information centers under paragraphs (2) through (7) of section 682(b);

(3) establish cooperative partnerships with the parent training and information centers funded under section 682; and

(4) be designed to meet the specific needs of families who experience significant isolation from available sources of information and support.

(c) DEFINITION—As used is this section, the term 'local parent organization' means a parent organization, as defined in section 682(g), that either—

(1) has a board of directors the majority of whom are from the community to be served; or

(2) has—

(A) as a part of its mission, serving the interests of individuals with disabilities from such community; and

(B) a special governing committee to administer the grant, contract, or cooperative agreement, a majority of the members of which are individuals from such community.

Glossary

This glossary explains some terms that are commonly used by the Department of Education, Office of Special Education Rehabilitative Services, and the Office of Special Education Programs.

ABSTRACT: A brief overview of your proposal. The abstract should be no more than one page long. The abstract should provide a description of the goals and outcomes to be achieved.

APPENDIX or ADDENDUM: Extra information that you include with your grant. For example: letters of support for your project, resumes or vitae for key personnel, a map of the area you plan to serve.

APPLICATION: The forms issued by the funding agency to submit your REQUEST FOR PROPOSAL. These forms will provide instructions such as the length of the proposal, the deadline for submission, what criteria will be used to judge your proposal, and where to submit your proposal.

APPROPRIATIONS LEGISLATION: A law that provides funding for a grant program in a given year

ASSURANCES: A listing of requirements pertaining to different federal laws, executive orders, and regulations. Applicants agree in writing to follow these conditions for getting federal assistance.

AUTHORIZED SIGNATURE: The signature of the person or persons who are legally responsible for your agency or organization.

AUTHORIZING LEGISLATION: A law that establishes or continues a grant program.

BUDGET: The financial plan for your grant. Provide a detailed itemized list of expenses including amounts to the dollar. Don't use cents.

CATALOG OF FEDERAL DOMESTIC ASSISTANCE: Federal publication and database that lists the domestic assistance programs of all federal agencies and gives detailed information about the program's requirements. Also called CFDA.

CFDA NUMBER: The five-digit number that identifies a specific federal assistance program. The first two digits identify the federal agency (84 for the Department of Education) and the last three identify the specific authorized program.

CONSULTANT: An individual expert, who is not a member of your staff but who comes in periodically to provide special expertise.

CONTINUATION: A grant that is funded over a period of several years as long as the grantee is meeting the program objectives. This is usually verified through annual reports submitted to the funder and sometimes by site visits conducted by the funding agency.

CONTRACT: The legal document that details the work or services that you will provide as part of your grant. You will attach this to your itemized budget.

COORDINATOR: Someone who is responsible for a significant portion, geographic area, or specialized activity for the project.

COVER LETTER: A formal letter that you attach to the front of the application/proposal when you submit it.

DEADLINE: The date after which your proposal will not be accepted. The grant application will provide specific conditions, which may include the appointed hour when the competition officially closes.

DISSEMINATION: How the project will share its products and inform the target audience and others of the programs and services it proposes to provide.

ED: The U.S. Department of Education

EDGAR (Education Department General Administrative Regulations): Administrative regulations that govern the U.S. Department of Education's discretionary grant and cooperative agreement programs. CPRCs are governed by EDGAR.

EMPOWERMENT ZONES/ENTERPRISE COMMUNITIES: A Presidential initiative designed to give communities real opportunities for growth and revitalization. For more information, contact *www.ezec.gov.*

EQUIPMENT: An item that has a unit value of more than $500 and can be used for more than two years; other items are called "supplies." For example: A computer is equipment, but software packages are usually supplies.

EVALUATION: The qualitative and quantitative assessment of the project. The procedures to measure how well the project worked and how much was accomplished.

EXPENDABLE: Items that are useless after one year. For example: paper supplies, toner cartridges, pens and pencils.

FEDERAL REGISTER: A daily compilation of federal regulations, legal notices, presidential proclamations, executive orders, requests for proposals, and other documents required to be published by act of Congress. Most federal agency documents having general applicability and legal effect are published in the Federal Register, which is distributed by the Government Printing Office and available online at *www.access.gpo.gov/su_docs.*

FINAL REPORT: A summary of your project's outcomes in terms of the program, evaluation, budget, and personnel. The funder may specify the categories and format required for the report.

FUNDING PRIORITIES: A means of focusing competition for grants to solicit applications for key activities. Applicants must address absolute priorities in order to be considered for funding. Applicants may choose to address competitive priorities in order to score additional points. Applicants addressing invitational priorities receive no competitive or absolute preference over applications that do not meet the priority.

GOALS: The broad outcomes that you expect from your project. For example: Our goal is to promote parent involvement in special education.

GRANTEE: The agency or individual that receives the award or grant. If you become a Community Parent Resource Center, your organization or your fiscal agent will be the Grantee.

GRANTOR: The agency or foundation that gives the award/grant. The Office of Special Education Programs is the Grantor for the Community Parent Resource Centers.

GRANT PERIOD: The time between the effective date and the expiration date in which you carry out your program activities. A grant beginning October 1, 2000 may end September 30, 2004.

GUIDELINES: The directions applicants must follow when preparing an application for funding. Follow all instructions carefully. The guidelines are included in the application packet.

INDIRECT COSTS: The extra costs that an agency or organization incurs in order to support a grant (utilities, rent, etc.), not directly attributable to a particular grant or activity.

IN-KIND CONTRIBUTION: The services, equipment, or supplies your agency or organization contributes to the project. For example: "One-half of our secretary's time will be contributed as in-kind to the program."

LETTER OF INTENT: This is your letter to the grantor to declare your intent to submit a grant to a foundation. Your letter should include:

- the name of designated project director
- mailing address and phone number for your agency or organization
- kind of grant that you intend to submit
- specific funds that you are applying for
- a request for an application packet or RFP (see REQUEST FOR PROPOSAL).

Your proposal may also include a letter of intent from a specific agency or individual who promises to assist you with your goals and objectives. For example: The video department of a local community college may agree to work with you to produce a video for families about disabilities.

LETTERS OF SUPPORT: Letters from agencies and individuals telling why they believe your program should be funded and explaining what their relationship would be to the project. For example: A nonprofit agency may promise cooperation or collaboration should the program be funded. Include these letters in the appendix of your proposal.

NEED: Your statement that demonstrates (through both qualitative and quantitative data) the nature of the problem and your program's ability to address it if given funding.

OBJECTIVES: These are measurable outcomes that describe what is to be done in terms of results, not activities.

OUTSIDE EVALUATOR: An unbiased professional consultant who evaluates your project. Grants of $100,000 or more often use outside evaluators to assure the grantor of quality and integrity in the program evaluation.

PRIORITY: Importance, urgency, for governmental funding.

PROGRAM OFFICER: The individual who is legally responsible for the financial and funding parts of the grant.

PROJECT: This term refers to the activities to be carried out as part of the grant.

PROJECT DIRECTOR: This is the person responsible for the activities involved in the grant, including evaluation and follow-up.

PROPOSAL: A plan for funding consideration. The following is usually contained in a proposal:

- who is eligible to apply,
- when the application must be submitted
- the range of the award amount,
- the format of the proposal
- any rules which apply to all who submit.

PROSPECTUS: A draft or preliminary version of the proposal.

QUALITATIVE DATA: Information from case studies, inventories, and questionnaires that describe how people are feeling or behaving. Use this data in your need statement.

QUANTITATIVE DATA: Information that provides numbers. Use this data in your needs statement.

READER: Someone who reads and evaluates the quality of proposals in comparison to grant criteria and a predetermined scoring system. Also called peer reviewers.

RFP (REQUEST FOR PROPOSALS): The notice published by a grantor to solicit proposals. It can also contain application information or explain how to obtain the application. Visit the Department of Education's Web site (*http://ocfo.ed.gov/grntinfo.htm#edgar*) to get copies of the application.

SEED MONEY: A small award to initiate a project, support a trial demonstration for a new approach, or assess the need for a particular program or service. These grants usually require the grantee to show how the project could be continued after the initial "seeding". The funding for the Community Resource Parent Centers is not seed money.

Notes

Technical Assistance Alliance for Parent Centers

www.taalliance.org

Alliance Coordinating Office: PACER Center, Inc.